

Joint area review

**London Borough of Hammersmith and Fulham Children's
Services Authority Area**

Review of services for children and young people

Audit Commission
Healthcare Commission
HM Crown Prosecution Service Inspectorate
HM Inspectorate of Constabulary
HM Inspectorate of Prisons
HM Inspectorate of Probation
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Introduction

1. The most recent Annual Performance Assessment (APA) for Hammersmith and Fulham judged the council's children's services as good, and its capacity to improve as excellent.
2. This report assesses the contribution of local services in ensuring that children and young people:
 - at risk, or requiring safeguarding are effectively cared for
 - who are looked after achieve the best possible outcomes
 - with learning difficulties and/or disabilities achieve the best possible outcomes.
3. The following investigations were also carried out:
 - Child and Adolescent Mental Health Services (CAMHS)
 - boys' achievement
 - work-based learning and other post-16 provision.

Context

4. Hammersmith and Fulham is a small London borough with a population estimate of 179,000, of whom approximately 32,700 are under 19 years of age. Income deprivation affecting children places the borough 15th highest nationally with 30% of children coming from households living in poverty. Around 72% of primary-age and 64% of secondary-age children are from Black and minority ethnic groups including a significant number of asylum-seeking children and young people. There is a high level of mobility in the area with a 20% turnover of people and 23% turnover of households per year. Around 45% of secondary age children attend schools outside the borough.
5. Pre-16 education is provided by:
 - four nursery schools
 - 35 primary schools
 - eight secondary schools
 - five special schools
 - two Pupil Referral Units.
6. Post-16 education and training is provided by:

- The William Morris Academy
- Ealing, Hammersmith and West London College
- four local work-based training providers in addition to national providers
- two secondary schools with sixth forms

7. Adult and community learning, including family learning, are provided by Hammersmith and Fulham Borough Council.

8. Children's social care services are provided through a newly-formed contact and assessment team, family support and protection teams and specialist teams including permanency, emergency duty and disability. Around 1.29% of the children's population are looked after, which is higher than the national proportion but includes over 16% of asylum-seeking children. The children's population registered on the child protection register, at 0.30%, is in line with inner London averages but higher than the national average. There are 118 foster carers caring for children recruited and supported by children's services and 60 foster carers caring for children commissioned from independent agencies. In addition, there are 70 kinship carers caring for children. The council operates two residential care homes, one used primarily for emergency care and the other for respite care.

9. Hammersmith and Fulham Primary Care Trust commissions healthcare for the borough. There are 33 General Practitioner (GP) practices and 39 dental surgeries. Three main hospitals serve the area: Hammersmith, Charing Cross and Chelsea and Westminster. Specialist maternity services are provided by Queen Charlotte's Hospital and the Chelsea Hospital which is on the Hammersmith Hospital site. In addition, people also have access to Chelsea and Westminster Hospital where specialist paediatric services are provided. CAMHS are provided primarily by the West London Mental Health Trust.

Main findings

10. The main findings of this joint area review are as follows:
- partnership working is good and there is a strong commitment to continuous improvement
 - the arrangements for safeguarding children and young people are adequate, with much good work being done in the borough to improve children's safety
 - services for looked after children are good and improving due, in particular, to effective partnership working between agencies

- provision for children and young people with learning difficulties and/or disabilities is good overall, with adequate provision in respect of their social care and good support for their education. These children and young people generally make good progress in school and achieve well
- CAMHS are improving significantly, particularly for those who offend and those with learning difficulties; as a result, the quality of provision for children and young people is now judged as adequate
- post-16 provision is good, with a wide range of accessible opportunities for young people in the borough
- the education performance of boys is improving, with local services having a good impact. Success in raising the achievement of the most vulnerable and disaffected boys has been particularly significant
- service management is good with effective leadership, exemplary commissioning by children's services and good strategic planning
- capacity for further improvement is good.

Grades

4: outstanding; 3: good; 2: adequate; 1: inadequate

	Local services overall
Safeguarding	2
Looked after children	3
Learning difficulties and/or disabilities	3
Service management	3
Capacity to improve	3

Recommendations

For immediate action

The local partnership should:

- ensure that an appropriate way is found to successfully disseminate the findings of this report to children and young people in the area

- strengthen performance management at team level to ensure consistency in case management, case recording in social care and in the analysis and recording of plans
- examine the role and capacity of independent reviewing officers
- address issues of thresholds and access to the full range of CAMHS provision including for unaccompanied asylum seeking children and young people
- disseminate eligibility criteria for access to services for children with disabilities
- approve and implement the protocol for transition to adult services for disabled children and young people.

For action over the next six months

The LCSB should:

- carry out a multi-agency audit of safe recruitment practices.

The local partnership should:

- promote further the authority's commitment to inclusion in secondary schools in relation to the performance of Black Caribbean boys and white boys in receipt of free school meals
- reduce variation in the pathways for accreditation at Key Stage 4
- reduce over-representation of Black Caribbean boys and boys with learning difficulties and/or disabilities in fixed-term exclusions from school
- ensure that pupil referral units have appropriate and clear access to CAMHS.

For action in the longer term

The local partnership should:

- increase employment opportunities for young people, including within the council and with local employers.

Equality and diversity

11. A good range of accessible services support minority groups well, although CAMHS do not adequately address diversity and inequality issues. The CAMHS partnership is aware of this and discussions are taking place with some

voluntary organisations to increase accessibility of CAMHS for minority populations. Arrangements to consult with for children and young people are generally very good leading to tangible service changes and improvements, and there is evidence of good impact in bridging the gap in attainment levels for looked after children, Black and minority ethnic groups and unaccompanied asylum-seeking children and young people. Partners have responded constructively to recent tragic events in the borough in order to learn lessons and ensure that race and hate crime is reduced. Children and young people are consulted widely on services that affect them through many innovative arrangements and opportunities, including school councils, the borough youth forum, corporate parenting events and scrutiny arrangements. Young people from Black and minority ethnic groups are over represented in those presenting as emergencies and with self-harm at Chelsea and Westminster Hospital.

Safeguarding



12. **The contribution of local services to improving outcomes for children and young people at risk, or requiring safeguarding, is adequate.** There is much good work in the borough to improve children's safety, including for those on the child protection register. The 2006 APA reported that the council's contribution to outcomes with regard to staying safe was good overall. For most children, this remains the case including those who are identified as at greatest risk, but there are gaps in performance management and quality assurance at team level. Good support helps children to develop socially and emotionally. Local integration of children's services is strengthening multi-agency working and improving outcomes for children through increased managerial support and capacity. An excellent culture of openness promotes and safeguards the welfare of children in the borough. Although the ratio of temporary staff in the Contact and Assessment and Disability Teams remains comparatively high, effective action has increased the number of permanently employed staff. Staffing overall is stable and allows good continuity of planning for children.

13. Considerable progress is being made to extend preventative and family support services. The good mix of statutory and voluntary sector provision ensures good access for children in need. Five children's centres, with further planned developments, provide an effective network for families in greatest need. These are suitably linked to the full roll-out of the Common Assessment Framework. The work of the centres is of high quality with impressive commitment of staff to inclusion and service integration. The Randolph Beresford centre is a very good example of local services responding well to local needs. The Children's Fund is enabling many groups to develop innovative services and activities that are well-coordinated across the borough. The

voluntary sector makes a good contribution to children's services and this work is now firmly set within council priorities following an impressive review of voluntary sector funding arrangements.

14. Good multi-agency work is reducing levels of risk for children who are in need of protection. An effective and well-led emergency duty team is in operation. Five cases tracked during this inspection demonstrated much good practice. Performance overall is also good, with all children on the child protection register allocated to social workers and child protection case conferences held to timescale. Numbers on the child protection register have recently risen after good work to reduce them. The rate of re-registrations on the child protection register is relatively high and although re-registration is entirely appropriate in some cases, these rates indicate that plans following de-registration are not always having the required impact. The electronic system, Framework-I, used to record and monitor actions associated with the assessment and planning for children in need, is yet to be fully embedded in practice. Although back-up systems are in place, it is difficult for managers to easily monitor individual case progress and to aggregate trend data. Case file reading during this review showed improvements in recording and practice since the formation of the contact and assessment team, but also indicated some variation in practice in the small sample of longer standing cases. Nevertheless, managers are knowledgeable about individual cases and are setting appropriate priorities for action. Overall, the management of multi-agency referrals are good but referrers reported they do not always receive feedback on the actions taken by children's services.

15. Children and young people are generally provided with a safe environment although some report they do not always feel safe. The overall incidence of crime is being well managed by the police and partners with a substantial increase in investment in round-the-clock policing in some parts of the borough. This is resulting in significant reductions in the level of offending. Well coordinated action between the Youth Offending Service, the police and other key partners is reducing anti-social behaviour by children and young people, preventing offending and reducing re-offending. Rates compare favourably against other inner London boroughs. Reporting centres for hate crime have been established. During the inspection, a high profile murder and a stabbing incident involving young people occurred. The police and other agencies, including the Local Safeguarding Children Board (LSCB) responded in an excellent manner to this incident. This was facilitated by good, well-established working relationship between the council and police. Learning from this incident is being actively disseminated both within and outside the borough.

16. Good procedures prevent children and young people missing education and appropriate education provision is made for children who do not attend school. Those with learning difficulties and/or disabilities awaiting specialist placement with the authority and pupils excluded from school receive prompt provision, although secondary schools are not consistently welcoming for the latter group. Children and young people educated at home are monitored very

well and those who are not on a school roll are systematically tracked. Good multi-agency coordination of high risk offenders in the community is ensuring that services remain well coordinated and suitable attention is paid to risk.

17. The LSCB is well led by the director of children's services and is active in developing its wider safeguarding agenda. It provides a good overview of services and action plans in order to improve the safety of children and young people in the area. The council has contributed to single agency reviews of practice in response to two recent child deaths. Findings indicate no concerns over prevention, or inappropriate action by professionals. These issues have been appropriately discussed by the LSCB. Vetting procedures for the recruitment of staff in children's services are adequate and renewals of Criminal Record Bureau checks are being undertaken in line with the council's policy which is based on an incremental review programme. The LCSB has not carried out a multi-agency audit of safe recruitment. Children's services provide good induction training on all safeguarding matters and this is highly valued by staff. However, some staff reported that due to the pressures of work they are not always able to attend ongoing training. This is particularly pertinent to temporary staff and staff who have been recruited from abroad.

18. A high proportion of children and young people are on the child protection register because of domestic violence in their homes. Rightly, this has been identified by the LSCB as a significant issue and further work is planned to ensure activity remains suitably focused. The police make adequate referrals after responding to domestic violence incidents where children are involved, and key voluntary partners have been commissioned to provide services to victims of violence and their children. Additionally, there is recent good practice by the authority in ensuring health professionals are aware of children under five in violent households. The local authority audit of responses to domestic violence in November 2005 concluded that referral services had been inadequate in protecting children, following receipt of some of the referrals from the police. The major recommendation arising to establish a contact and assessment team has been implemented and the police report greater consistency in response. Additionally other actions have been taken to improve service coordination.

19. There is excellent multi-agency work to identify possible risk and actively engage with schools and pupils on road safety matters. Good work is being undertaken by all agencies and schools in promoting healthy living and healthy eating, and safe cycling and walking are actively encouraged. A recent audit of responses to safeguarding issues for children with learning difficulties and/or disabilities has identified that responses to welfare concerns for this group are less consistent. The quality and reviewing service is providing additional support to the children with disabilities team to assist with improving the situation. The quality and reviewing service is effective in providing individual scrutiny for children on the child protection register. However, this role is under-developed in respect of quality assurance, in making a full contribution to the

comprehensive commissioning processes and in sharpening the analysis of risk and need.

Major strengths	Important weaknesses
<p>Good multi-agency support to children on the child protection register.</p> <p>Excellent multi-agency work to improve safety on the streets.</p> <p>Effective and open management within children's services and, in particular, willingness to promptly deal with challenging issues.</p> <p>Effective programmes to improve universal child safety.</p> <p>Innovative preventative and family support services increasingly provided across the borough.</p> <p>Good response to children missing education.</p>	<p>Lack of consistency in social care recording and planning practice.</p> <p>Routine feedback to referring agencies not fully compliant with joint procedures.</p> <p>Audit of safe recruitment practices not fully completed by the LSCB.</p> <p>Quality assurance systems and processes not fully embedded in practice.</p>

Looked after children and young people



20. **The contribution of local services to improving outcomes for looked after children and young people is good.** The 2006 APA identified a number of strengths in services for children and young people who are looked after, including the stability of placements, both in the short and long-term, and the high proportion who have health and dental checks. Good partnership working between all agencies has led to further improvement. There has also been improvement in the two identified areas of weakness; numbers of children adopted from care, which are now good, and achievement at GCSE.

21. The number of children who are looked after continues to fall, from 393 in March 2006 to 369 in March 2007, largely because of a steady reduction in the number of unaccompanied asylum-seeking children. Effective services support children and young people to remain with their families whenever possible and this is having impact. The contribution of the Adolescent Crisis Intervention and Support Team is excellent. Effective joint work between this service and the Youth Offending Service also contributes to the relatively low levels of children

and young people who are looked after who receive final warnings, reprimands and convictions compared to the national picture.

22. Very good commissioning and contracting arrangements have led to a significant improvement in the range of good quality placements available and the comparatively high number of children being looked after locally. Most children are in placements that meet their needs well, although there have been some delays in identifying suitable carers for harder to place children, for example children with complex disabilities and white teenage boys and young people. However, appropriate plans are in place to develop provision for these groups and to make better use of the authority's in-house residential children's home. A recent single agency case review identified the need to improve policy and practice in relation to children missing from care but action to address this has been slow.

23. Robust work is reducing the number of children and young people in care. More children are leaving care through becoming adopted or subject to legal arrangements which give carers more control over effective planning for children; the promotion of the latter is a particular strength. The authority gives strong emphasis to placing children with their extended families and the percentage of children looked after who are placed with relatives or friends remains at around 20%, which is almost twice that of similar authorities.

24. Social work support for children who are looked after, and for care leavers, is at least adequate for all and excellent for some. Most children have a suitable level of continuity from their allocated social worker. Although some children are allocated to unqualified workers, their care is overseen by joint allocation to a qualified and experienced worker. Protocols to ensure that all children remanded into local authority accommodation are allocated to a social worker within an appropriate social work team are less well developed. However, team managers demonstrate thorough knowledge of all cases and social workers receive good supervision and support. There are inconsistencies in the quality of recording, although most files are at least adequate. The quality of recording of pathway plans and progress for young people is also variable.

25. Reviews of care plans for children who are looked after are regular, timely and focus appropriately on all aspects of children's care, including health and education. The health needs of children and young people who are looked after, and care leavers, are met well. Both groups have timely access to good quality, accessible health services and support. Some good, flexible services promote healthy lifestyles, for example, those for substance misuse. Effective local needs analysis has identified that although teenage pregnancy rates are falling overall, a relatively high proportion of the young teenage women who become pregnant are in care or are care leavers. The authority is seeking to address this issue through a wide range of targeted services. There is good access to services to promote sexual health for children who are looked after and care leavers including excellent sexual health services, and good support

for pregnant young women and young parents. Services to support the mental health needs of children who are looked after and young people leaving care are adequate overall. The work of a psychologist based within the fostering service to provide training and consultation to foster carers, for example, is a strength. Services are not sufficiently well equipped, however, to fully meet the diverse mental health needs of unaccompanied asylum seeking young people.

26. Children who are looked after, including those placed out of borough, have effective support to achieve well at school and, where possible, stay at the same school when they move placements. Attainment at GCSE is improving, with 28% of children who are looked after in Year 11 achieving five or more good GCSE grades compared to 11% in 2005. Effective action addresses absence from school and a good range of services support care leavers to access continuing education, employment and training. Rates of participation in training, employment and education post 16, as well as in higher education, are good.

27. A sufficient range of accommodation is available for care leavers and effective commissioning arrangements ensure the high quality of provision. There continues to be some use of emergency placements in bed and breakfast accommodation for young people aged over 16 but this is reducing. A good range of services, including creative use of outreach workers, prepares young people well for adult life and supports a gradual move to independence for the more vulnerable, for example, by extending foster placements past the age of 18.

28. Children and young people in the borough have good opportunities to express their wishes and feelings in relation to decisions about their own lives. The children's rights service is rated very highly by those young people who use it, in particular in acting as advocates, and resolving complaints. This service also supports the production of Listen Up, a newsletter written by and for looked after children and young people. The corporate parenting meeting, as the lead forum for elected members, ensures that corporate parenting responsibilities are being adequately fulfilled and affords opportunities for some young people to influence services. However, while elected members are diligent in carrying out their corporate parenting responsibilities, the council, as a major employer, does not have a policy for the employment of looked after young people leaving care or on the promotion of employment opportunities with other local employers.

Major strengths	Important weaknesses
Good help and support to enable children and young people to remain with their families and not become looked after.	Lack of consistency in the quality of case recording and pathway plans. Underdeveloped services to meet the mental health needs of unaccompanied asylum seeking

<p>Effective commissioning and contracting arrangements to secure high quality and stable local placements.</p> <p>Good health support and care.</p> <p>Good support and guidance for care leavers.</p>	<p>children and young people.</p>
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Children and young people with learning difficulties and/or disabilities



29. **The contribution of local services to improving outcomes for children and young people with learning difficulties and/or disabilities is good.** The APA in 2006 painted a generally positive picture of the work done by the authority although it reported that too many young people with disabilities did not have suitable transition plans to support them into adulthood. Much has been achieved recently, not least through a consolidation of the merger of two departments into children's services. This, together with new appointments, has created a renewed and clear determination for inclusion. Children and young people with learning difficulties and/or disabilities make good progress at school and generally receive the right and timely support. A good protocol to aid transition to adult services has been developed. Good commissioning processes ensure that children with learning difficulties and/or disabilities who are looked after are in good quality placements although there is a shortage of foster placements for those with more complex needs.

30. Children and young people with learning difficulties and/or disabilities receive generally good health services. These include palliative care, hospital provision when needed, assessment for autistic spectrum disorders for younger children, sexual health services and a range of health promotion work, not least through work in schools. The authority has invested well in additional speech and language support. In some instances, waiting times for the assessment of autistic spectrum disorders for older children are too long, and provision for specialist CAMHS has, until relatively recently, been difficult to access for some children with complex needs. This has been addressed through the CAMHS strategy and joint work between the council and the PCT.

31. Overall, social care services for children with disabilities and their families are adequate with some strong features. A satisfactory and developing range of good short break and family support provision, with the exception of shared

care provision, is sufficient to meet current needs. Of the 449 children on the disabled register, only 30 are waiting for shared care support packages and, in most of these cases, appropriate and good quality temporary arrangements have been made. Good provision at the Haven Centre, both on a residential, and an 'after school', basis meets the respite needs of families well. The panel allocating support for children with disabilities has appropriate multi-agency membership. Good criteria for access to services are in place but are yet to be fully disseminated. This, compounded by high staff turn-over and the resulting problems of continuity, has contributed to some parental dissatisfaction in a small number of cases.

32. Education support for children and young people with learning difficulties and/or disabilities is good. Ofsted reports show that these children generally make good progress in school and achieve well. Work to promote inclusion within educational settings is good. A relatively recent decision to invest in formal out-reach support from special schools has contributed to a reduction in out of borough placements and more children with moderate learning difficulties remaining in main-stream schools. Good and clear criteria for the formal stages of special educational needs assessment has resulted in the appropriate cessation of a small number of statements. The use of more flexible funding has led to readily available support at an early stage without recourse to formal assessment. As a consequence of this initiative, the number of new statements of special educational need has reduced appropriately. Where statutory, multi-disciplinary assessments are carried out, the authority has an excellent record of completing them within the required timescales.

33. A good range of leisure, recreation, sports and play activities for children and young people with learning difficulties and/or disabilities, and assistance with transport as appropriate, contributes well to children enjoying their lives. However, more could be done within the Hammersmith and Fulham Youth Service to integrate these young people into the mainstream of its provision.

34. The authority engages well with children and young people with learning difficulties and/or disabilities and both encourages, and enables, them to participate effectively in decision making, both in matters relating to their own care, and on broader issues. However, formal processes lag behind this good work with the "Hear by Rights" standard, for example, still at an early stage. The authority has a good complaints process, as well as appropriate advocacy arrangements that are spoken very highly of by young people themselves. The parent partnership service does good work but its capacity is limited.

35. Arrangements for transition to education and employment on leaving school are generally good, with all reviews in Years 9 and 11, appropriately completed. Good involvement by Connexions personal advisors and effective links with further education and work based learning providers have contributed to 75% of young people with learning difficulties and/or disabilities being in education, employment or training at age 16. This is one of the highest rates in west London and well above the average of 65%. Transition is further

facilitated for some young people who remain in funded foster provision after the age of 18.

Major strengths	Important weaknesses
<p>Effective promotion of inclusion, particularly in education.</p> <p>Good educational progress made by children with special educational needs.</p> <p>Strong management of special educational needs, with very good performance in completing formal assessments.</p> <p>Good health care.</p> <p>Good residential and after school respite care.</p> <p>Good leisure and recreational facilities.</p> <p>Good advocacy support.</p> <p>Good support for participation in education, training and employment post-16.</p>	<p>Delayed dissemination of agreed criteria for access to services for children with disabilities.</p> <p>Some transition arrangements to adult care services are insufficiently clear.</p> <p>Difficulties in gaining access to specialist CAMHS support for some children and young people with complex needs.</p>

Other issues identified for further investigation

Child and Adolescent Mental Health Services (CAMHS)¹

36. The quality of service provided and the outcomes achieved by children and young people using Child and Adolescent Mental Health Services (CAMHS) are adequate. The 2006 APA identified that a comprehensive CAMHS service was not in place. Specific areas for improvement included access to CAMHS for young people who offend and for those with learning disabilities. The school survey also identified dissatisfaction with the effectiveness of local services in meeting the mental health needs of children and young people.

¹ CAMHS delivers services to a national 4-tier framework. Most children and young people experiencing mental health problems will be seen at Tier 1. This level of service is provided by practitioners who are not mental health specialists such as GPs, health visitors, school nurses, teachers. At tier 2, practitioners tend to be CAMHS specialists such as primary care workers, psychologists and counsellors. At tier 3 practitioners are specialised workers such as community health workers child psychologists or psychiatry out patient services for more severe and complex and persistent disorders. Tier 4 services are provided for young people with the most serious problems through for example highly specialised out-patient and in-patient units.

37. The Children and Young People's Plan appropriately prioritises the development of an improved CAMHS and partner agencies are clearly working hard together towards this goal. A recent health service assessment judged Hammersmith and Fulham PCT's progress towards a comprehensive CAMHS to be adequate. Waiting times for Tier 2 and 3 CAMHS are good, with about 60% of children or young people seen within four weeks, and the target to see 100% children within 11 weeks of referral, is met. Attendance failure rates for first appointments for Tier 3 CAMHS have reduced but are still high at 25%. Adequate outcome measures are in place but data is not analysed to inform service improvement and ethnic monitoring is inconsistent. Performance management is recognised as an area for further development.

38. A good CAMHS review and stakeholder consultation alongside a comprehensive needs assessment is informing the commissioning and provision of a reconfigured in borough specialist CAMHS for children and young people up to age 18. This service became operational from April this year, representing good progress towards meeting the requirements of the CAMHS Standard.

39. Hammersmith and Fulham PCT and local authority commissioners, in conjunction with the CAMHS Partnership Board, are actively implementing changes arising from the joint review of CAMHS provision in the borough. A new contract is imminent to provide in-patient provision for young people with acute mental health needs. Very good emergency provision and an effective CAMHS liaison service for young people up to age 16 are provided by the Central and North West London Foundation Trust. Emergency services for young people aged 17 are improving and good care is taken to ensure children and young people are placed appropriately. Arrangements to support the transfer of young people from CAMHS to adult mental health services are adequate and improving and a draft transition protocol is close to agreement.

40. As the main referrers to CAMHS, GPs are generally satisfied with referral processes and arrangements for information sharing. However, other partner agencies are less clear about the services that are available and almost 50% of parents surveyed stated they did not know where to find information about mental health services. CAMHS recognise the need to improve communication and information on services and work is in hand to do this. Progress on the development of joint information protocols is satisfactory and links well to the implementation of the Common Assessment Framework.

41. Suitable progress is being made in developing clinical and care pathways in order to provide clearer referral and access criteria to different levels of CAMHS. A good multi-agency training programme, developed jointly with Young Minds, has been successfully delivered to 100 primary care staff and will be rolled out across the sector as a whole. Primary mental health workers are now being recruited to work with clusters of schools and to provide a bridge between universal services and CAMHS.

42. The views of service users were not obtained during this inspection, but universal services report that many children, young people and their families still regard CAMHS as stigmatising and difficult to access. Most specialist CAMHS are delivered from a clinical setting, but plans are in hand for more outreach and community-based provision as part of extended schools arrangements. User involvement is limited, but a user satisfaction survey is being undertaken for those receiving Tier 3 services from the West London Mental Health Trust. A valuable school based children's consultation project involves children and young people in identifying what mental health support services they need. It also provides a good model of mental health promotion work. Action to reduce bullying is addressed well through the Healthy Schools programme.

43. There is a developing range of good Tier 2 CAMHS provision. West London Action for Children provides a very good, non-stigmatising family support and counselling service and 'Mighty Me', a school-based self esteem project, learning mentors, the youth service and Connexions provide young people with good support for emotional health problems.

44. CAMHS for looked after children and young people are adequate and improving. The work of the psychologist in the foster care team is good and the newly established treatment fostering care service is showing positive results. However, social work and CAMHS professionals do not always share the same understanding of the thresholds for access to CAMHS. Referrals for looked after children not in stable placements are not always accepted by CAMHS and private therapy is sometimes purchased as a result. The Looked After children's nurse and doctor provide a good level of general mental health support for looked after children and unaccompanied minors. Some unaccompanied minors requiring specialist treatment are successfully referred to the Medical Foundation for Support of Victims of Torture but thresholds to this service remain high. CAMHS for children and young people with learning difficulties and/or disabilities is adequate and is being strengthened following a review of services. This includes the establishment of an additional psychologist. Thresholds for referral to CAMHS from the borough's pupil referral units are unclear.

45. CAMHS for young people who offend is good, including the work of the specialist CAMHS nurse. For those already known to CAMHS, there is a clear process for obtaining forensic psychiatric reports where these are needed prior to sentencing. For other young people it is left to the Court to order such assessments sometimes resulting in the need for health and children's social care services to agree funding arrangements.

46. Young people from Black and minority ethnic groups are over represented in those presenting as emergencies and with self-harm at Chelsea and Westminster Hospital and the needs assessment recommends CAMHS develop more culturally competent services. The CAMHS partnership is addressing diversity and inequality issues and work is in progress with voluntary organisations to increase accessibility of CAMHS for minority populations. The

planned joint appointment of a Director of Public Health is a welcome development to support a more co-ordinated approach to tackling health inequalities, including child mental health inequalities.

Major strengths	Important weaknesses
<p>Increasing capacity for the learning disability service.</p> <p>Good service provision at Chelsea and Westminster Hospital and effective paediatric liaison services.</p> <p>Good access to services for young offenders.</p> <p>Good multi-agency CAMHS training.</p> <p>Good tier 2 services, particularly the work of learning mentors and West London Action for Children.</p>	<p>Diversity and equalities issues and access to comprehensive CAMHS, including services for unaccompanied asylum-seeking children and young people.</p> <p>Tier 3 outreach services.</p> <p>Limited availability of emergency CAMHS for 17 year olds.</p> <p>Inconsistent understanding by professionals of access thresholds for CAMHS.</p>

The impact of local services in improving boys' achievement

47. **The impact of local services in improving boys' achievement is good.** The 2006 APA identified variation in the performance of different groups of young people, in particular underperformance by Black Caribbean boys and white boys in receipt of free school meals in secondary schools. The overall performance of boys has improved. Although Black Caribbean boys achieve below boys overall, the gap is closing at Key Stage 3 and at GCSE. For white boys in receipt of free school meals, performance at GCSE has also improved. Raising the achievement of the most vulnerable and disaffected boys has been particularly significant.

48. By the end of Key Stage 2, attainment in primary schools rises from broadly in line with similar authorities but below national averages, to above similar authorities and generally average against national comparators. This is broadly paralleled in the performance of boys. The difference in the performance of boys and girls in English reflects the national figure. At Key Stage 3, improvement for all pupils is in the top quartile nationally, and broadly the case for boys overall. Attainment rises to well above similar authorities and the gap to the national average is closing in mathematics and science. In English, results are above national figures, including for boys. Girls still outperform boys in English, and although the gap is decreasing at Level 5, it is increasing at Level 6. At Key Stage 4, improvement continues in the top quartile nationally and all pupils make above average progress. Higher grade GCSE results show significant improvement to well above similar authorities and above national figures, and specialised diplomas show 100% success rates.

However, this improved picture masks a continuing large, although reducing, variation between results for all pupils in secondary schools.

49. Targeted interventions have been particularly successful for groups of boys at Key Stage 4. White boys in receipt of free school meals exceeded targets set for higher grade GCSEs. Boys with learning difficulties and/or disabilities, those who are seeking asylum and those looked after make good progress and results show significant improvement. For the latter, this reflects good multi-agency work with individuals and schools that has secured achievement, although not to the level of girls, nor as successfully in English and mathematics. For boys with English as an additional language, progress accelerates as proficiency in English increases and results also show significant improvement.

50. Local authority officers have a very good strategic understanding of how to further accelerate the progress of boys and demonstrate good capacity to bring this about. Very good use of comprehensive data and strong performance management drive strategic direction and well considered action is underway. Schools are subject to rigorous challenge and good support for governors enables them to question performance. Attitudes to Learning groups are promising developments. Good and sustained investment in specialist provision and intervention projects, good local networks and effective multi-agency work with individuals and families are making a significant difference to the achievement of many vulnerable boys. Boys benefit from good outreach and support work that also strengthens schools' capacity to manage challenging behaviour. Good support from learning mentors, including Black student mentors from further education through the Aselu programme, and from Connexions workers, is effective in keeping boys in learning. However, difficulties in accessing provision for CAMHS for some vulnerable boys with mental health problems and with autistic spectrum disorder is a significant gap.

51. A broad range of other measures have directly or indirectly promoted the achievement of boys. Schools benefit from good quality intensive support from national strategies that is increasingly successful in engaging boys and raising their achievement in English and literacy. Interventions are very well managed and build the capacity of schools to close achievement gaps. Good early years' support and school-based provision for speech and language therapy has resulted in improvements in the language skills of boys in particular. In primary schools, good investment in programmes to support social and emotional aspects of learning and participation in sporting activities through extended schools' provision have improved attitudes to learning for boys. Good reading interventions with Traveller boys have resulted in gradual improvements in both reading and writing. In secondary schools, effective support for boys includes transition from primary schools that pre-empt learning and behavioural needs, involving learning mentors and peer mentors for Black boys; considerable work with Traveller parents, and extensive work with subject leaders to identify underachievement and to improve the breadth and quality of the curriculum for underachieving boys in particular. Considerable inroads into flexible pathways

for accreditation at Key Stage 4 have been made in some schools, although there remains work to be done in others.

52. For pupils attending the pupil referral units, good provision and very high quality resources engage boys well. Liaison with schools and other providers of learning is good and reintegration strategies are carefully considered, well supported and successful. Many who were previously disaffected by schooling, with poor behaviour and at risk of permanent exclusion, as well as those permanently excluded, achieve well and progress to further learning post-16. The Year 11 Supported Learning Programme, run by a voluntary organisation, is also successfully re-engaging a number of disaffected, vulnerable and highly challenging boys in Year 11, who would otherwise be lost to learning. In both cases, over 80% of boys enter further education. The Black Pupils' Achievement Programme in secondary schools is building the capacity of senior leaders to be more inclusive and is extending to targeted primary schools. The Continuous Learning Project enables good provision for asylum seekers and refugees at Key Stage 4; boys make good progress through this project and the majority continue in learning. Good multi-agency work contributes to the educational achievement of boys who offend and over 80% are in suitable, full time education. The Youth Service is reaching high numbers of young Black men, who are achieving well, but links with schools and opportunities for formal accreditation are at an early stage.

53. Good high profile work by the Education Welfare Service has improved attendance overall and particularly for boys. Attendance is now average in secondary schools but below average in primary schools. In a small number of schools, persistent absenteeism from both boys and girls impacts adversely on achievement. In some secondary schools, high levels of both authorised and unauthorised absence have a significant negative impact on the achievement of white boys in receipt of free school meals, boys with learning difficulties and/or disabilities at school action plus and boys who are looked after. This is also the case for Black Caribbean boys who have high rates of unauthorised absence and for boys with statements, who have high rates of authorised absence. Action to address weaknesses is rightly focused on targeted schools and individual young people and their parents/carers.

54. Permanent exclusions have fallen to below national figures and fixed-term exclusions are average, although mostly in two secondary schools. Pupils most at risk of exclusion, mostly boys, receive timely support that engages many of the most challenging in learning. However, despite a relatively low level of permanent exclusions in secondary schools, Black Caribbean boys, white boys in receipt of free school meals and boys with learning difficulties and/or disabilities at school action plus are over represented. Black Caribbean boys are also overrepresented in fixed term exclusions from secondary and primary schools. Boys with learning difficulties and/or disabilities at school action plus are over-represented in fixed term exclusions from secondary schools.

Major strengths	Important weaknesses
<p>Improvements in results for boys at all key stages.</p> <p>Success in improving the performance of vulnerable and disaffected boys.</p> <p>Very good use of comprehensive data.</p> <p>Investment in specialist provision and projects to raise the achievement of boys.</p> <p>Good multi-agency work with individuals and families.</p> <p>Effective interventions building the capacity of schools to raise the achievement of boys.</p> <p>Improving attendance.</p> <p>Reduction in the number of permanent exclusions.</p>	<p>The need to improve further the performance of Black Caribbean boys and white boys in receipt of free school meals in secondary schools.</p> <p>Variation in pathways for accreditation at Key Stage 4.</p> <p>Over representation of Black Caribbean boys and boys with learning difficulties and/or disabilities in fixed term exclusions.</p>

The contribution of local services to improving outcomes for young people through work-based learning and other post-16 provision

55. **The contribution of local services to improving outcomes for young people through work-based learning and other post-16 provision is good.** The 2006 APA identified the take up of work-based learning as low. Clear strategic objectives and well co-ordinated activity has significantly improved this position. The council and partners have worked hard and effectively to raise the standard of work-based learning.

56. Participation overall in post compulsory education and /or training is good. The number of young people aged 16 continuing in full-time education exceeds the national average. The proportion of young people entering employment with training has doubled, from 2.4% in 2005 to 5% in 2006.

57. The quality of further education and sixth form provision available to young people is very good. Ealing, Hammersmith, and West London College, the William Morris Academy and the two schools with sixth forms all achieved particularly noteworthy Ofsted inspection reports. Additionally the college has been awarded Beacon status for excellence and innovation. Schools provide outstanding and totally inclusive education with a strong focus on the personal development, academic progress and the care and welfare of all students. All work-based

learning providers were judged to be satisfactory or better during their most recent inspections

58. Young people on Entry to Employment, and work-based learning programmes develop good social and personal skills that equip them well for learning. As a result, many young people with previous negative experience of school or with very poor attendance are now eager to progress to further education, to the local 16 -19 school or through the apprenticeship route.

59. The Connexions service deploys resources to support young people in greatest need very effectively and most schools and other institutions are very satisfied with the provision. Personal advisers are knowledgeable and make positive and productive relationships with many disadvantaged and vulnerable young people; they are trusted and perceived as being independent and providing good support and guidance. Schools report improved attendance and behaviour by young people where intensive work is carried out by personal advisers. The Hammersmith One Stop Shop is a particularly good development, providing an accessible base for a wide range of services, including the teenage pregnancy service, drug and alcohol abuse support and a counselling service. Specialist personal advisers at the One Stop Shop know their users well and adapt their activities according to individual needs. They work very effectively with relevant specialist organisations including the Youth Offending Service, The African Child, MENCAP advocacy service, housing support and the Youth Service providing good links between the education service and other specialist agencies.

60. The Connexions service is well managed and makes good use of data to monitor the effectiveness of activities aimed at further reducing the number of young people who are not in education, employment or training. The effectiveness of the service and the value placed on activities by schools and other partners have increased since the significant reduction in staff turnover. Connexions has successfully achieved its November 2007 Public Service Agreement target of reducing the proportion of young people who are not in education, employment or training to 8.4 % in advance of the specified date. Successful action is also being taken to reduce the number of young people whose post-16 destinations, current employment or training situation is not known.

61. Good partnership work between most schools, the further education college, training providers, the local authority and others is encouraging and developing effective collaboration and cooperation. The 14-19 strategy for education, training and employment is well considered and thorough. All the submissions have been successful from the consortia established to deliver the new specialised diplomas. The increased flexibility programme at Key Stage 4 has improved access to a good range of vocational options and increased schools' understanding of work related learning opportunities. The number of young people choosing vocational courses has almost doubled since 2004. The

achievement of 16 year olds at level 2 increased from 53% in 2004-05 to 56% in 2005-06 and exceeds the national achievement figure of 50% for this group.

62. The Education Business Partnership is dynamic and resourceful. It has an effective focus on improving achievement and raising the aspirations of disadvantaged and vulnerable groups. The partnership successfully engages senior staff from some large prestigious local employers including the BBC, a large soft drinks manufacturer and a large publishing house to mentor young people who are in danger of becoming disengaged from education. Engagement with schools by the Education Business Partnership is good; most schools value the activities offered and incorporate them into their work related programmes giving young people a better understanding of academic and vocational options available to them. The engagement of, and involvement with, small and medium-sized enterprises is a strength in providing work experience placements, but is less effective in providing longer-term work and training opportunities.

63. Effective use is made of mentors to raise aspirations and levels of achievement. Their increasing use across the partnership makes a good contribution to improving retention rates, raising aspirations and improving levels of achievement of young people at level 1 and below. Mentors provide good personal support for disadvantaged and vulnerable young people and support them in gaining access to other services. Work based learning and Entry to Employment providers value this support as it allows trainers to focus their resources on developing skills and knowledge necessary for successful achievement and progression.

64. The local Learning and Skills Council provides a good strategic lead. It works well with the borough and other partners to plan learning and training. National and London wide initiatives are effectively incorporated into local plans. Good practical support to providers helps them to identify and meet the complex barriers to success faced by many young people from disadvantaged backgrounds. Local initiatives are increasing the capacity of work based learning; cross borough partnerships in vocational areas such as motor vehicle engineering are developing, and further collaboration is underway.

65. Involvement by small and medium sized employers in supporting training is insufficient; there are too few currently engaged to meet the needs of young people in the borough. Apprenticeship opportunities within the borough are limited. Training providers report some difficulties in matching individuals to appropriate placements resulting in some young people choosing progression paths that do not fully match their aspirations or having to travel to other boroughs to take part in their preferred option. In addition, some large employers, such as the council, do not currently support any apprenticeship programme nor make full use of other government funded training programmes.

66. Resources to support learning in the main Entry to Employment and work-based learning providers are insufficient. Some young people's further progression is held back by the limited range of employment related 'skills for life' material and lack of access to technology. Plans for improvement including pooling of materials between providers and making better use of currently available resources are at an early stage. Language support is good and makes effective use of expertise within the borough.

Major strengths	Important weaknesses
<p>Very good further education and post-16 provision.</p> <p>Good development of social and personal skills by young people on work-based learning programmes.</p> <p>Significant improvement in progression to work-based learning.</p> <p>Good partnership work that encourages collaboration and cooperation.</p> <p>Good reduction in young people not in education, employment and training.</p> <p>Very good deployment of Connexions personal advisors.</p> <p>Dynamic and resourceful Education Business Partnership.</p>	<p>Insufficient involvement by small to medium-sized employers in supporting training.</p> <p>Too few apprenticeship opportunities within the borough.</p>

Service Management



Capacity to improve



67. **The management of services for children and young people is good. Capacity to improve further is good.** Good leadership is provided by the Director of Children's Services and members of the department's management team. In addition, the Executive Member for children and young people has a comprehensive and authoritative understanding of and involvement in, his portfolio, and is effective and well respected. Overall, the quality of the workforce is good although there are gaps in performance management and quality assurance at team level. Senior management is receptive to external evaluation and responds constructively and promptly to address areas for improvement.

68. Ambition for children and young people in Hammersmith and Fulham is good. There is a clear vision which is shared across the department and by partners and stakeholders. The council's ambition for a 'Borough of Opportunity' is translated into a 'ladder of opportunity' for children and young people and there is good evidence of how this is implemented. For example, outcomes for the most vulnerable children and young people have improved in terms of more stable placements for looked after children and children and young people with learning difficulties and/or disabilities make good progress in school and achieve well.

69. The Children and Young People's Plan is comprehensive and inclusive. It is firmly based on the views of children and young people and parents and articulates a clear ambition to improve the life chances of every child in the borough. The recent review of the plan has led to a better focus on a smaller number of priorities and indicates that the council and its partners have a good understanding of areas needing further development.

70. Good partnership working with a number of neighbouring councils, with the PCT and the police is helping to strengthen provision and build efficiencies. The corporate vision for taking a more cross-cutting approach to services, such as linking the needs of children and young people with good housing and regeneration, is being developed and good protocols for joint working with housing agencies are in place. Cross-borough working with the supporting people service is good. Consultation is good as evidenced by the contribution of children and parents to the development of the Children and Young Persons Plan.

71. Prioritisation for children and young people is generally good. Priorities are agreed between partners based on a good knowledge of needs. However, in CAMHS there has been insufficient analysis of the needs of children and young people from Black and minority ethnic groups and of some vulnerable groups such as unaccompanied minors and looked after children not in stable placements.

72. The resourcing of priorities by the council and its management is good. Plans link well to key corporate priorities with clear targets and timescales and the plans of partners reflect the CYP partnership plan. Diversity issues,

particularly raising the attainment of the most disadvantaged, are well represented in prioritisation and also in the concerns of the departmental management team. The multi-agency response to the recent murder of a teenager in the borough has been properly prioritised and resourced, evidencing the good ability of the department and partners to manage difficult situations.

73. Capacity to deliver the ambitions and priorities for children and young people is good. Commissioning arrangements to establish effective care packages and quality placements for looked after children and children and young people with learning and/or disabilities are advanced and showing considerable impact in terms of reducing out of borough placements and promoting value for money. This work has preceded the production of a commissioning strategy and the council recognises there is still more work to do to formalise joint commissioning arrangements, particularly with health partners. There are good examples of joint funding of care packages. Senior managers are managing the process of service integration well with good examples of innovation and effective delivery.

74. Political leadership by the portfolio holder is good and key elected members play an active part in representing and promoting services for children and young people. Managerial leadership is well judged, supportive and effective. The development of a workforce strategy is in progress and the work to integrate the children and young people service is a high priority.

75. Overall value for money is good and work to secure value for money is a high profile priority across the council. Savings have been made in the reduction of agency placements for looked after children, in changes to funding arrangements for children and young people with special educational needs and through market testing processes. However, school surplus balances are comparatively high and increased between 2004 and 2006 from 6 % of planned budget to over 9% and individual schools are holding balances for committed expenditure. The council is introducing a 'clawback' approach for uncommitted school balances but this will not take full effect until the end of 2007/08.

76. Performance management of children and young people's services is adequate. Aspects of performance management and quality assurance at team level are less well developed in social care services but this is being addressed through the phased implementation of Framework-I and the use of back-up systems as this becomes embedded. There is systematic monitoring and review of performance and constructive and challenging involvement of the Executive Member. Scrutiny arrangements are effective and have contributed to the development of a more robust review process in the drive to improve attainment and to deal with surplus school places. Business planning is robust and shows a clear link between ambitions, priorities and performance management. There are good examples of action to deal with underperformance such as reducing expensive placements for looked after children and improving attainment at Key Stages 3 and 4.

77. Performance management of partnership working is not well embedded and the children and young people's partnership is working to improve this. Performance management is not consistent across all aspects of the department's work. During this inspection, case records on initial assessments were randomly selected and some less recent cases showed inconsistencies in the timeliness of response to referrals. However, this should be seen in the context of generally good and improving practice and individual oversight of cases by team managers. Active steps are being taken to fully implement the electronic recording system to monitor individual case progress, as a tool to aggregate trend data and to link with staff supervision.

Major strengths	Important weaknesses
<p>The leadership of the Director of Children and Young People's Services and the departmental management team.</p> <p>The political leadership of the portfolio holder</p> <p>Systematic approach to securing value for money</p> <p>The leadership and direction of the Commissioning, Performance and Partnership division of the children and young people service's and impact of their work.</p> <p>Generally good performance in securing value for money in children's services.</p>	<p>Gaps in performance management and quality assurance at team level including the use of Framework-I.</p> <p>Arrangements for dealing with school surpluses and their use in meeting priority need.</p>

Annex A

MOST RECENTLY PUBLISHED ANNUAL PERFORMANCE ASSESSMENT OF SERVICES FOR CHILDREN AND YOUNG PEOPLE IN HAMMERSMITH AND FULHAM.

Summary

Areas for judgement	Grade awarded
The contribution of <i>the local authority's children's services</i> in maintaining and improving outcomes for children and young people.	3
<i>The council's overall capacity to improve its services for children and young people</i>	4

The London Borough of Hammersmith and Fulham provide a service that consistently delivers above the minimum requirements for its children and young people. All services demonstrate how they are improving the well-being of children and young people and there are good outcomes in all five areas of Every Child Matters. The council has a clear grasp of its strengths and weaknesses and the strategies it needs to make improvements. It has made good efforts to address the areas for improvement identified in last year's APA and there has been considerable improvement in a number of the services it provides. Hammersmith and Fulham has an excellent capacity to improve its services further.

The full annual performance assessment can be found at:

http://www.ofsted.gov.uk/reports/pdf/?inspectionNumber=63513&providerCategoryID=0&fileName=\\APA\\apa_2006_205.pdf

Annex B

CORPORATE ASSESSMENT ACHIEVEMENT - CHILDREN AND YOUNG PEOPLE

1. Outcomes for most children and young people in Hammersmith and Fulham are good and improving. The borough has a very diverse population and high levels of mobility. There is good continuity of provision and a generally strong focus on diversity and equality. Children and young people are generally healthy and health indicators for most are good. Outcomes for some vulnerable children and young people who require mental health services are less favourable. Although work to safeguard children and young people is adequate, there is a need to tighten quality assurance processes to overview responses to referrals and initial assessments. Educational outcomes are improving, with very good attention and support to the most vulnerable groups. Children who are looked after receive good services, and placement stability and individual care planning are good. Services to help young people leave care and move into independence are developing well with good examples of collaboration between key agencies. Children and young people with learning difficulties and/or disabilities are provided with generally good services. Good progress is being made in the provision of employment, training and post-16 education for young people.

2. The Children and Young People's Plan (CYPP) provides a clear sense of direction for the development of integrated children's services. The plan is ambitious, well resourced and all agencies give high priority to children's services. The Children and Young People's Plan review provides an accurate and realistic appraisal of progress to date. There is good political leadership and the clarity of purpose and direction is welcomed by key partners. Priorities are clear and being implemented well by the council and its partners. The director of children's services and his management team provide strong, open leadership as they successfully build integrated services.

3. The combined work of all agencies in securing the health of children and young people is good. A good and accessible range of information for parents and carers is available and schools are very supportive of actions to promote healthy living. Health services to looked after children are also good. A new strategy for CAMHS is starting to address gaps in provision, particularly for the most vulnerable groups.

4. Most children and young people appear safe and there is a good understanding across the borough of safeguarding requirements. The strong commitment to safeguarding is reflected in improved road safety measures, anti-bullying campaigns, good information for parents and carers and an effective Local Safeguarding Children Board. There is some variation in the quality of referrals to children's services and in initial assessment processes, particularly in cases that preceded the establishment of the contact and

assessment team. The newly-installed Framework-I electronic system is not fully embedded in practice and currently does not easily produce the necessary management information for team managers. Back-up systems are in place. All children on the child protection register are suitably allocated and practice appears safe. There is a high level of reported domestic violence and although systems are in place to respond to this, these do not fully take into account an internal audit conducted in 2005.

5. Adequate performance management and effective multi-agency working ensures children and young people enjoy and achieve. Early Years' provision is good. Results have improved in primary schools and improvement is in the top quartile nationally in secondary schools. Higher grade GCSE results are now well above similar authorities and above national figures but there remains a large, although reducing, variation between secondary schools. The council is addressing surplus places in secondary schools, but school surplus balances are comparatively high in some schools. A strong commitment to the inclusion of children and young people ensures good support for the education of the most vulnerable. Good actions have improved attendance and reduced permanent exclusions from schools but Black Caribbean boys and boys with learning difficulties and/or disabilities are over represented in fixed-term exclusions. A good range of recreational activities support children and young people, including those with learning difficulties and/or disabilities, well.

6. The combined work of all local services in helping children and young people to contribute to their communities is good. Effective work by the youth service, schools, Children's Fund partners and others helps build opportunities to make a positive contribution. The youth offending team provides good quality services to prevent offending and re-offending and is actively engaged in work with the police in response to recent tragic events in the borough. Consultation issues and arrangements are wide-spread, leading to definable changes in policies and practice. Considerable effort is being made to tackle difficult areas such as sexual health and the relatively high level of teenage pregnancies in the borough.

7. Provision for young people to achieve economic well-being is good and there has been sustained progress in ensuring that young people are in education, employment or training. This is supported by good partnership working between the council, the Learning and Skills Council, the Connexions service, employers and training providers. There is, however, insufficient involvement by small to medium sized employers in supporting training, too few apprenticeship opportunities within the borough and insufficient resources available to work-based learning trainees particularly at entry level and level 1.

Annex C

SUMMARY OF JOINT AREA REVIEW AND ANNUAL PERFORMANCE ASSESSMENT ARRANGEMENTS

1. This joint area review was conducted using the arrangements required under Section 20 of the Children Act 2004. It was carried out by a multi-disciplinary team of inspectors from Ofsted, the Healthcare Commission and the Audit Commission. The review was undertaken according to the requirements of the *Framework for the Inspection of Children's Services*.
2. The review was linked to the contemporaneous corporate assessment of the local council by the Audit Commission and these findings plus aspects of the most recent Annual Performance Assessment are represented in the relevant part of the corporate assessment report.
3. This review describes the outcomes achieved by children and young people growing up in Hammersmith and Fulham and evaluates the way local services, taken together, contribute to their well-being. Together with the Annual Performance Assessment of Children's Services, joint area reviews focus on the extent to which children and young people are healthy, safe, enjoy and achieve, make a positive contribution, and are well prepared to secure economic well-being. This review explores these issues by focussing on children with learning difficulties and/or disabilities, children who are looked after and children at risk or requiring safeguarding and a few additional investigations. It evaluates the collective contribution made by all relevant children's services to outcomes for these children and young people.
4. The review took place in two stages consisting of an analysis stage (where recorded evidence was scrutinised) and a two week fieldwork stage (where inspectors met children and young people and those who deliver services for them).